## Heene Church of England (Aided) Primary School

'Learning together, loving others, guided by God'

## **ART AND DESIGN**

National Curriculum Requirement		
Early Years	Key Stage 1	Key Stage 2
<ul> <li>Expressive art and design</li> <li>3 and 4 year olds will be learning to:</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Draw with increasing complexity and detail such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour- mixing.</li> <li>Children in Reception will be learning to:</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources and skills.</li> <li>Creating with Materials ELG</li> <li>Children at the expected level of development will: <ul> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught:</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul> <li>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li><b>Pupils should be taught:</b> <ul> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul> </li> </ul>



ROGRESS	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	
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ssion	<u>Making My Mark</u> What can I create?	<u>Andy Goldsworthy and natural</u> sculpture	<u>Tone and Texture</u> Who was Georges	Abstract Art	<u>Mosaics</u> <u>Are All Mosaics the</u>	<u>Viking Textile Art</u> <u>Do all Tapestries</u>	Extreme Earth	
nt	Drawing:	<u>Sculpture</u> Can you make art from nature?	Seurat and what Style	<u>Does a Picture</u> have to Look	Same?	<u>Tell a Story?</u>	<u>Can a print be</u> made from any	
	Use and begin to control a	Learn about the artist Andy	of Art did he Create?	like Something	Creating a mosaic	Design & make a	picture?	
g	range of media e.g. pens,	Goldsworthy and sculpture.	Learn about different	Real?	artwork using polymer	tapestry. Learn	Poly block printing	
es	pencils, crayons, chalks,	Separate unit:	types of texture and	Drawing,	clay, shells and dried	about the various	Artist study:	ł
	fingers in sand/glitter,	Learn about the meaning of 'Abstract	the language	painting &	beans and peas in the	techniques in the	Hokusai & Hiroshige	ł
	sticks in mud.	Art'. Compare 'realistic' portraits with	associated with it.	collage	style of Gaudi.	creation of a	Learn about the	ł
		'abstract' style portraits. Create an	Know what the word	Artist Study:	Design a pattern and	tapestry. Plan and	artists Hokusai and	ł
	Draw a portrait of	abstract style portrait.	'tone' means and use	Joan Miro,	realise this in mosaics	create a group	Hiroshige. Know	ł
	themselves by using a	Does a Portrait always have to look	it when referencing	Bridget Riley,		tapestry that tells	what a block print is	ł
	mirror to observe closely-	like a photograph?	works of art including	Jackson Pollock,	Artist study: Antoni	a story.	and how to make	l
n	starting with just the face-		their own.		Gaudi		one. Create a print	l
	focus on how to draw	Build upon their making of junk/clay	Artist study:	Recap the term		'The Vikings'	using their block	ł
	parts of the face.	models in EYFS.	George Seurat	'abstract art' and	Learn about a new art	First half-term art	print.	ł
er			Style: Pointillism.	'Realistic' art.	form.	focus-	Progressing from	ł
ols	Experiment with drawing	Use sculpture to develop and share	Make links to			Focus on drawing	experience of	ł
	lines - different thickness,	their ideas, experience and	their own work	Build upon drawing	Make links to previous	skills to produce a	printing in EYFS-	ł
mn	wavy, straight, spirals and	imagination. Make a sculpture in the	and that of	techniques.	3-D art experience:	picture to	handprints, prints	ł
	simple shapes. Learn to	style of Andy Goldsworthy from	George Seurat.		sculpture/model	incorporate into a	from objects, Year 1	ł
2021	use lines to enclose a	natural objects.	Create a painting	Build upon	making in EYFS, Year 1 –	tapestry. Research	<ul> <li>styrofoam prints,</li> </ul>	ł
	space and begin to use		in the style of	understanding of	making sculptures from	pictures to use.	Year 3 – collagraph	ł
	these shapes to represent	Learn about different styles of art-	George Seurat	what abstract art is	materials found on the	Create a design.	prints –small pieces	ł
	objects.	realism and abstract.	using the	and learn about	beach. Year 2 –paper	Practise weaving	of collage on a	ł
			pointillism	more artists who	sculptures.	skills.	printing block to	ł
	Painting-	Revisit how to draw a face from EYFS.	method and	used this style of			making a polyblock	ł
	Paint with fingers &	Recap the primary colours and how to	create tones by	painting.		Recap weaving and	print.	ł
	hands. Learn colour	make secondary colours.	adding grey to a	Create their even		other techniques		ł
	names. Learn to use a		colour.	Create their own abstract art from		from previous year		ł
	brush and paint. Select colours, clean brushes.			imagination to		groups.		ł
	colours, clean brusiles.		Learn new terms-	reflect emotions and		Make links to		ł
	Reflect emotion and		tone and the word	feelings-their own		sewing and needle		ł
	feelings in their work e.g.		texture and	personal responses.		work in Design and		ł
	circular brush patterns		understand what that	personal responses.		technology.		ł
	/strokes to represent		means. Also shadow	Build upon their		teennology.		ł
	spinning/turning.		and highlight.	knowledge of the		Refine and build		ł
	spinning/ carning.			colour mixing		upon their drawing		ł
	Sculpture: Junk modelling			system. Learn what		skills. Draw to a		ł
	– simple sticking skills to			tertiary colours are		certain size and		ł
	make a structure/object			and complementary		scale.		ł
	e.g. car, house, rocket			colours. Learn about		Conter		ł
				'hot & cold colours'				i

				and how to make			
				them.			
Caring	Can you make a picture of	Colour Makers		Landscape Artists		Seascapes	World Art-
Spring	what you See?	Are all colours a Mixture of Other	Do all Colours Go	Are all Landscape	Jungle Landscapes	Do Seascape	Is Art from Around
Term 2022	Refine and build upon	Colours?	Well together?	Pictures Similar in	How Are Jungle	Artists use the	the World Unique?
	their drawing and	Colour mixing	wen together.	Style?	Landscapes shown in	same techniques	or
	painting skills. For	Painting- making secondary colours.	This will be changed	colour mixing –	Paintings?	as Landscape	Can you always tell
	example -draw a face in	Artist study: Piet Mondrian	to a drawing and	building upon prior	Artist study: Henri	Artists?	what part of the
	detail and proportion –	Build on knowledge of the primary	water colour skills unit	knowledge of	Rousseau	Drawing and	world Art comes
	know how to set out the	colours from EYFS and of mixing them	with a focused artist.	complementary	Colour mixing, layering	painting.	from? or
	main features of a face.	to create secondary colours. Now	Learning more about	colours	. Learn more about	Artist study:	Can you always
	Draw lips and eyes with	Progressing to making a colour wheel	secondary colours and	Artist study: John	colour wheels and	Monet, Turner,	work out where in
	greater skill – practise	to embed this knowledge and to use	about complementary	Constable	colour mixing, shades	Winslow homer	the world Art is
	focusing on parts of the	as a reference aid in their	colours and 'hot' and		and tints. Make a		from?
	face first –e.g. eyes. Lips,	sketchbooks.	'cold' colours.	Make sketches of	rainforest scene in 4	Building on and	Art from different
	nose. Show movement,			landscapes using	different layers. Make	diversifying from	countries and
	noise using a variety of	Learn about the artist Piet Mondrian	Learn Watercolour	photographs and	links between	previous landscape	cultures
	techniques that they have	who was an exponent of using	techniques. Include a	pictures as source	Rousseau's work and	drawing and	Clay sculptures
	explored and learnt.	primary colours in his abstract art.	lesson on drawing a	material. Build upon	that of their own.	painting in year 3.	Design and create a
		Create artwork in the style of	person – to build on	and refine drawing			sculpture
	Do observational drawings	Mondrian and make links.	prior skills in EYFS and	skills and learn how	Learn more about the	Experience of a	Artist study:
	and drawing from		Year 1.	to think about	colour mixing system.	different type of	Magdalene Odundo
	imagination e.g. flowers,	Use secondary colours in their work		perspective when	Use this knowledge to	paint (medium)	
	toys	and learn what tints and shades are	•	sketching. Learn how	make secondary and	acrylics, gouache	Learn about
	Duild upon isining	and how to make them and	Learn to use a	to draw a landscape. Introduce the 3	tertiary colours.		artwork from different countries
	Build upon joining techniques – e.g. paper	experiment with making them.	different type of paint	categories of	Build upon their prior		and cultures- Viking,
	folds to connect paper,		form. A development	creating a landscape	knowledge of shades		African, Indian,
	holes and string, staples		from poster paints.	painting-	and tints in year 1.		Chinese, aboriginal
	etc.		Learn watercolour	representational,	and thits in year 1.		ennese, abonginar
			techniques.	impressionistic and			Build on knowledge
	Learn simple weaving			abstract.			of using clay to
	techniques with card and						make pots and
	strips of coloured paper,			Build upon prior			sculptures and
	wool, grass/plants			knowledge of			make an artwork of
				watercolours from			more complexity
				year 2.			incorporating more
							skill and knowledge.
							learn about the
							sculptor Magdalene
							Odundo and other
							arts and crafts
							people.

Summer	Is a Portrait always Just	Animal Prints	Sculpture Vulture	Wired up	Making Prints	London Skyline	Pop Art
term 2022	of the Face and Head?	Can a Repeating Print be Made from	Can Rubbish be used	<u>Sculpture</u>	Are all Prints Made in	Do Skyline	What is Pop Art?
	Drawing:	a Drawing?	to make Art?	Can wire be used to	the Same Way?	Pictures always	Is Pop Art Similar to
	Observational drawings-	Draw a picture of British wildlife	Make Paper	represent the	Artist study: William	show the Same	Other Art Styles?
	learn how to draw full	animal to use as a design to create a	sculptures	Human form?	Morris or other artists	View Point?	Artist Study:
	portrait pictures of others.	repeating pattern from a Styrofoam	Use recycled	Make figures of the	Printing	Collage	Roy Lichtenstein,
	Learn how to set out the	print.	Manmade materials	human form using	Collagraph – collaging	New artist study:	David Hockney,
	drawing on the paper-	Artist study: Linda Richardson-creates	to build a sculpture	wire.	thin items e.g. string to	Stephen Wiltshire	Andy Warhol,
	introduce word	artwork using 'relief' prints	Artist study:		a plate to print from.	& the architect Sir	Takashi Murakami
	'proportion.'	Printing- animal pictures –using a	Aline Houde –Diebolt			Christopher Wren.	
		Styrofoam tile	and others	Artist study: Lowry	Build on prior		Recap other artistic
	Learn to Shade with	New artist study: Linda Richardson		as a start moving to	knowledge of print	Refine and build	styles- abstract,
	pencils, crayons, pastels.			artists who use wire	making.	upon their drawing	realism,
		Progress from making simple prints in	This builds on from	to create the human		skills to create a	Representational,
	Self-portraits- use mirrors	EYFS – handprints, object prints to	previous 3-D work in:	form.	Learn a new type of	cityscape.	impressionist.
	-practise and build upon	drawing their own picture that will be	EYFS – junk modelling,		printing – collagraph.		
	the skills that they have	transferred from a drawing to a	a thumb pot , simple	Learn about a new		Investigate the	Learn about a new
	learnt so far.	styrofoam tile to create a print from-	sculptures	form of sculpture.	Learn to make a	process of drawing	form – 'Pop art' and
	Deintine	relief printing.	Year 1- sculptures	Draw the human	printing template in a	a cityscape.	the cultural
	<u>Painting;</u> Introduce the term		made from natural materials ( in the style	Draw the human form in a different	different way.	Learn about the	influences.
	'primary colours' –learn		of the artist Andy	style as preparatory	Learn about the life and	Learn about the contemporary	Learn about the
	the 3 colours –red, yellow,		Goldsworthy)	sketches for their	work of the artist	artist Stephen	artists and their
	blue and investigate		Goldsworthy	wire person based	William Morris.	Lowry and the	artwork:
	mixing them to make		New learning –	on Lowry's work.	william world.	architecture of Sir	Lichtenstein,
	secondary colours. Learn		technique of using	Off LOWLY 3 WOLK.		Christopher Wren.	Warhol, Hockney &
	how to make the		paper to make a	Develop new skills in		ennstopher wren.	contemporary artist
	secondary colours.		sculpture.	creating a wire		Use collage on top	Takashi Murakami.
			Making sculptures	sculpture which		of their drawing to	
			from recycled	moves on from		create a picture of	Refine and build
			, material.	previous sculptures		the London	upon their drawing
				made from other		skyline. This builds	and painting skills.
				materials.		on from more	Apply their
				Learn about a new		simpler collaging in	knowledge of the
				artists – Lowry and		EYFS, Year 2 and	colour mixing
				artists who work in		year 3 (abstract	system.
				this field.		unit)	
							Look at a new form
							of print making- the
							silk screen/screen
							printing process.
							Progression from
							other forms learnt
							previously.

			Make mixed media
			artwork-painting,
			collage, printing.

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	<ul> <li>Pen, pencil, crayon, felt-tip, chalk, pastels, thick, thin, straight line, wavy line, spiral, dots</li> <li>Portrait-self-portrait, face, eyes, eyelashes, eyebrows, lips, mouth, ears, nostrils, nose, cheeks, hair – straight, curly, long, short, wavy, hair colours- blond, brown, black, mirror, reflection, position</li> <li>Paint, colour names- red, yellow, blue, green, brown, orange, purple, black, white, grey</li> <li>Emotion, feeling, noise, movement- spinning,</li> <li>Sculpture, junk modelling, glue, stick, join</li> </ul>	sculpture, construct, natural materials, manmade materials, Abstract art, realistic art, emotions	Collage, tone- light/dark, shades, texture-smooth, bumpy, spiky and other related vocabulary Shadow, highlights, contrast	Abstract art, Colour, shape, form, represent, depict, reality Colour wheel, Secondary colours, tertiary colours, complementary colours, landscape- background, foreground, skyline	Colour wheel, colour mixing, shades, tints, primary colours, secondary colours layering, rainforest	Textile art, dyeing, fabric, quilting, layering, printing, design, plan research, needlepointers, needleworkers, weaving, draw, design, copy, transfer Abstract art, Realistic art, emotional response	Poly Block, printing, Japanese school of Ar nature, blossom, birds linocut, gouge

Spring	<ul> <li>Names of colour shades- e.g. turquoise, bright green, navy blue.</li> <li>Words to express emotions building on previously used ones.</li> <li>More material names e.g. – cotton, sponge, crepe paper etc.</li> <li>Printing, press, print, pattern, repeating pattern</li> <li>Draw, observe, colour</li> <li>Natural, manmade, collage, sculpture, clay, soft, mould, shape, tools, Thumb pot</li> </ul>	Primary colours, secondary colours, tints, shades	Water colours, intensity of colour, building up colour, pencil strokes-light, dark etc.	Landscape, foreground, background, shapes, view, watercolours, wash, vividness of colour	Mosaic, tiles, spacing, adhesive, grout, complementary colours, effect	Landscape, seascape, preparatory sketch, shade, light, shadow, effects, emotion, atmosphere	World art – different cultures, Viking, African, Indian, Chinese, aboriginal Clay sculptures, form, decoration, clay, mould, shape, designs, pottery, ceramics, kneading, sculpting Visual, culture, society, cultural diversity
Summer	Primary colours- red, blue, yellow progressing to other colour names including black and white. Secondary colour names. Words to express emotions- sad, happy, cross. Names of more materials – fabric, wool, foil etc. Colour names- Colour wheel, mix. Names of materials- paper, card, tissue paper Abstract art, tear, choose, fold, pointed, rounded. Textiles, fabrics, weave, under, over, secure	Print, relief print, Styrofoam block, pattern, design,	Sculpture fold, two dimensional, Three dimensional, template	Sculpture, wire, bend, twist, angle, view, human form	Printing, relief print, block print, motif, repeating pattern, collagraph, collaging	Skyline, scene, photographs, source material, collage, preparatory sketch, view, birds –eye view, lines, proportion	Pop art, art movement, popular, mass culture, advertising, comic books, source

<b>KEY LINK</b>	S (narrative/people/	/music/video/visit)					
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	Videos of how to draw from observation – how to draw the face (BBC Bitesize) Learn songs about the body. Colour songs.	Watch videos about sculptures made from natural/organic materials including that of Andy Goldsworthy. Visit a museum or a garden to see real sculptures. Invite a sculptor into school to demonstrate their skills- for example: 'ice, clay, paper, or recycled material sculptures.' Visit the beach or woods to gather natural materials. Look at photographs of Sculptures from across different time periods, countries and cultures.	Tone and Textures- watch videos of artists work and of artists creating their work. Explore different textured materials. Find out about the artist George Seurat. Look at the work of George Seurat in books &online.	Look at Abstract art from a range of different artists – pictures, videos and books. Artist visit to demonstrate their work. Visit and art gallery or virtual tour.	Watch videos and share books about the artist Henri Rousseau and the jungles that he based his work on. Watch videos about colour mixing, shades and tints and the artists who particularly explore shades and tints in their work.	Learn about tapestry- textile art as an art form through the ages to contemporary times by watching PowerPoints, videos and examining pictures of well- known tapestries – Bayeux tapestry, The Field of the Cloth of Gold – Hampton Court palace. Watch videos about the tapestry and the museum/place where it is exhibited. Are there modern day equivalents?	Poly block printing/Japanese school of Art- Watch videos about poly block printing and the Japanese school of art. Visit an exhibition if possible. Learn about the Japanese culture from books, videos. Play traditional Japanese music as the children create their block prints. Have pictures of Japanese countryside scenes on the board.

Spring	Look at	Learn more about the	Watch videos/read	Landscape artists- watch	Mosaics-	Visit the beach to draw	World Art- research in
Spring	pictures/artworks made	colour mixing system by	books about the artist	videos of water colour	Explore famous works of	and paint the seascapes.	books and online art
	from prints. Watch	watching videos. Explore	and illustrator Quentin	techniques to refresh	art and artists such as	Visit an art gallery or	from different cultures
	videos about printing.	the art work of artists	Blake. Watch	the children's memory.	Antoni Gaudi who used	watch a virtual tour.	and countries. Use a
	Make a collection of	who were exponents of	instructional videos on	Learn about the artist	mosaics – look at local	Look at seascape artists	world map to pinpoint
	objects with repeating	using primary colours	using and applying	John Constable – look at	well known mosaics for	and their work. Whilst	the various countries.
	patterns – wallpaper,	and secondary colours in	water colours. Visit an	his artwork online or	example the Roman Villa	painting seascapes in	Watch video clips and
	wrapping paper, fabrics.	their artwork. Collect	art gallery to view	visit an exhibition (actual	at Bignor and those at	the classroom, play	films about how the
	wrapping paper, rabites.	colour sample cards-	artwork. Visit the Roald	or online visit to an art	Fishbourne Roman	recorded sounds of	artwork is created and
	Artist visit.	find out the names of	Dahl museum.	gallery –a virtual tour)	Palace.	storms at sea, lapping	its cultural significance &
	Altist visit.	different shades of	Dani museum.	ganery –a virtual tour)	raiace.	waves etc to help create	history. Visit the British
	Sculptures in the local	colours. Find out about				the 'feel' of the	museum. Sample food
	environment	the life and work of Piet				sea/oceans and	and explore other
	environment	Mondrian – in books.				emotions generated by	aspects.
		videos and online.				the sea.	aspects.
		videos and omme.				the sea.	
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Summer	Watch a video about				Printing –	Watch videos about city	Watch videos about the
	weaving –see it in				Learn about William	skylines and then those	history of Pop Art. Find
	practise.				Morris and the Arts and	that focus on the	out about the lives and
					Craft movement. Watch	London skyline. Look at	artwork of well-known
	Make a collection of				videos about the life and	famous landmarks of	pop artists and their
	woven objects- baskets,				work of the artist and	London and find out	modern day equivalents.
	bags, pictures, wall-				designer. Look/research	about the architects	Look at posters. Visit an
	hangings.				about how his prints are	who designed them.	art gallery or watch a
					still in use today in	Play songs that mention	virtual tour. Find out
	Poster of a colour wheel				household products.	London landmarks as	about pop art in current
	Look at colour swatches				Invite a local	the children create their	times and its use in the
	<ul> <li>paints and materials.</li> </ul>				artist/designer to talk to	skylines.	media.
					the children about their		
	Pictures of portraits.				craft.		

SEQUENCE OF LEARNING - what w	will be evidenced in their sk	etchbooks		
Recap of prior learning and	Sketchbooks -owned by	The Journey	Creating a piece of artwork	<b>Reflection and evaluation-</b>
skills	the children & should be	drawing/painting/printing/sculpture,		
<ul> <li>Knowledge organisers for each pupil's art book-key vocabulary &amp; definitions, examples of artwork from each unit of study, artist study information, prior knowledge, new learning objectives – skills &amp;</li> </ul>	<ul> <li>the centre of their</li> <li>creativity.</li> <li>collect ideas,</li> <li>clippings, examples of</li> <li>work, colour, pattern</li> <li>and texture swatches,</li> <li>information,</li> <li>photographs of focus</li> </ul>	<ul> <li>3-d artwork, textiles</li> <li>Experiment with drawing and other techniques: painting, collage, .printing, colour-mixing sculpture.</li> <li>Observational drawings and experimental drawing skills.</li> </ul>	Using preparatory work and experimenting with different techniques to build up to the process of designing and producing a final piece of artwork- painting, drawing, collage, sculpture, prints, textile.	<ul> <li>Reflect on their journey <ul> <li>the processes and</li> <li>stages that they have</li> <li>been through.</li> </ul> </li> <li>Evaluate the processes <ul> <li>and their finished pieces</li> <li>of artwork.</li> </ul> </li> </ul>

0	sts and crafts • Experimenting with scale.	<ul> <li>Review and revisit ideas/work in sketchbooks throughout the journey.</li> <li>Make links to their own work and the artwork or artists &amp; crafts people using the 'language of art.'</li> </ul>
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MODIFICATION	CHALLENGE
<ul> <li>Modify the learning to meet the needs of all of the pupils including the less able and more able.</li> <li>Set suitable learning challenges.</li> <li>Provide more 1:1 support.</li> <li>Break tasks down into more manageable chunks.</li> <li>Show them again how to do something.</li> <li>Differentiation by task – clarify which options are more difficult and guide them in their choice e.g. choosing to create a drawing of an animal for a repeating print pattern, select an easier animal to draw.</li> <li>Respond to pupils' diverse learning needs</li> <li>Choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group.</li> <li>Modify the curriculum to remove barriers so all pupils can meet the same objectives.</li> <li>Useful website:<u>https://theartyteacher.com/what-is-differentiation-in-art/</u></li> </ul>	<ul> <li>Challenge more able pupils:</li> <li>Plan for ways of extending and challenging more able pupils in every unit of work.</li> <li>Give them more choice to show what they know and understand.</li> <li>Accommodate pace and promote independent work and research.</li> <li>Devise extension activities that combine both breadth and depth.</li> <li>Develop personal learning and thinking skills.</li> <li>Support able learners through classroom talk and questioning.</li> <li>Set high expectations and monitor progress through effective assessment.</li> <li>Enrich learning outside the classroom with some engaging and practical ideas.</li> </ul>